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DEVELOPMENT OF A WEB SITE FOR KOREAN RETURNING
STUDENTS AND THEIR PARENTS TO HELP
THEIR PROCESS OF RE-ADAPTATION

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Instructional Technology

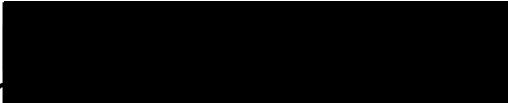
by
Hamila Song
December 2005


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Approved by:


Eun-Ok Baek, Ph.D., First Reader


Young Suk Hwang, Ph.D., Second Reader

Nov/17/05
Date

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ABSTRACT

As Korean society is getting bigger, the number of students returning from abroad is increasing dramatically. When they return to Korea, most of them experience 'reverse culture shock'. Reverse culture shock can be problematic at first, but returnees have the opportunity to instead benefit from their multiculturalism. If Korean returnees actualize their potential abilities, returnees can take advantage those abilities as a citizen in a developing country. Educators of returnee students should adopt this point of view as their foundation rather than regarding returnees as tardy students.

Systems are needed in order to arrange and organize resources to help them out continuously in and out of the country. In particular, a website can be a great tool in terms of universal access. As long as the goal of the website is to help people, there could be no better way to provide returnees a chance to communicate with other people in the same situation. Thus, on-line community space is a key attribute of this website. To develop a better website, an appropriate instructional model should be adopted from the scratch. The stages of analysis, design, development,

implementation and evaluation represent the process of how this project shapes up as a useful instructional tool.

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Finally, I thank my husband and parents. Without their support and love, I could not have finished this long-term project.

DEDICATION

This kind of long-term project cannot be accomplished without family's constant support, sacrifice and love. I dedicate this project to my husband, Haakrho Yi, who pushed me to finish it up and to encourage me whenever I was discouraged or depressed. Also, I dedicate this project to my sweet boy, Jihu who enjoyed his own time without mommy and who made me smile when I was exhausted. I really appreciated their dedication to this project.

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CHAPTER ONE

BACKGROUND

Introduction

Nowadays, one of the significant characteristics of the world is globalization. The boundaries between countries seem to blur and that strongly affects many aspects of social and individual lives of people.

In this regard, there are many Koreans who live in other countries to do their short term tasks or long term tasks such as diplomats, official residents in foreign countries, and governmental officers. This phenomenon is in accordance with the economic development of Korea in recent years. Also, the number of Korean students who want to study abroad is increasing at an incredible rate. They are motivated by a number of desires: to obtain English ability naturally from early childhood, to escape from the pressure of difficult college entrance examination, and to get the better quality of education in developed countries. Some people go back to Korea after living abroad and some people decide to continue living abroad. Regardless of where they live, having two different socio-cultural views, bilingual abilities, and positive way of thinking from their

experiences can be big advantages in a globalized society. However, many returnees are embarrassed or suffering from these new characteristics when they just come back from the abroad.

At this point, education should engage these 'third culture' students and parents' problems to help them with their re-adaptation process when they come back to Korea.

This chapter is an overview of the project. The contexts of the problem are discussed followed by the purpose, significance of the project, and assumptions. Next, the limitations and delimitations that apply to the project are reviewed. Finally, definitions of terms are presented.

Statement of the Problem

According to Yi (1997), 20% of Korean returning elementary students have reported severe difficulties during the re-adaptation process and most of them tend to return to foreign countries where they lived (¶1). These problems Korean returnees might encounter when they return to Korea can be termed 'reverse culture shock' (Furnham, & Bochner, 1986). Through their experience in a different culture, they have developed a different perspective for seeing the same phenomena, different interpretations for

the same behaviors, and different language to speak and listen to. Thus, when they come back from abroad with new cultural experiences, they cannot help having difficulty living in their home country and its unfamiliar environments (Austin, 1986).

The concept of reverse culture shock should be considered under the definition of culture shock from which it is derived. The American Psychological Association (1988) defined culture shock as, "Social psychological, or emotional difficulties in adapting to a new culture or similar difficulties in adapting to one's own culture as the result of rapid social or cultural changes" (p.50). Both culture shock and reverse culture shock involve difficulties in the process of adaptation; however, reverse culture shock is more focused on the process of re-adapting to home culture after absence from the home country. Furthermore, it is expected that reverse culture shock is more difficult than culture shock because people usually do not expect reverse culture shock when they go back to their home country.

There are many types of problems, of varying severity. Common problems of reverse culture shock reported in the literatures include: academic problems, cultural identity

conflict, social withdrawal, depression, anxiety, and interpersonal difficulties (Gaw, 1995). As a result, those problems are obstacles for returnees to readapt and re-acculturate themselves to the home culture. Those problems are not a kind of disease, which should be overcome, but rather a learning process for which support and resources can be arranged. This shift in attitude is critical to helping returnees' re-adaptation process and mitigating the negative effect of reverse culture shock (Furnham & Bochner, 1986; Gaw, 1995; Pedersen, 1995).

In particular, Korean returnees have reported the following reasons for reverse culture shock: different cultures, different school cultures and rules, insufficient Korean language ability, and bullying (Kwak, 1998; Kwon, 2003; Lee, 2003). They were just dealt with as culturally inferior people or marginal people who needed to be educated to fit into mainstream like any other Korean students (Lee, 2003). This perspective has dominated Korean returnees' education since the late 1980's. Nowadays, however, there are some changes in this perspective. Educators and researchers have started to recognize the returnee's merits as 'third culture kids'. Furnham and

Bochner(1986) emphasized on this importance of third culture network :

Third culture networks, that is of individuals who in addition to their culture of origin, belong to a global community, a world system with which they identify and from which they derive their values. These people are who relate segments of one society with segments of other societies and thus serve as mediating persons in their professional lives. (p.18)

Thus, educational programs and resources for returned students are supposed to consider this perspective. However, returnee's education and resources not only have not been organized systematically yet but also have not been enough so that returnee parents feel frustrated when they prepare for living in Korea again.

Purpose of the Project

The purpose of this project was to develop a website to relieve Korean returnees' reverse culture shock and help their re-adaptation process. By being accessible to information about transfer process and cultural difference orientation, returnees expect to make smooth transition in their re-adaptation process. A website can be an

outstanding resource for them in terms of accessibility because the target audiences are scattered all over the world.

In addition, by having a chance to compare the cultural differences between Korea and other foreign countries through the web, returnees can reflect upon the positive points of the different cultures and have opportunities for participating in cultural events.

Significance of the Project

The significance of the project is to offer the opportunity to make an on-line community for returned families and returnee educators in Korea. For returned families, it is a meaningful occasion to meet the people who have similar experience. They can share their difficulties in adapting to Korean culture and get some advices in cyber space. For educators, it is important to keep up with their resources on-line and get the information about 'real' problems from returnees' direct opinions.

The other one is that this project will be a place for accumulation of scattered information for returnees. So far, there is no place or system for returnees to get the

transfer information or adaptation information in cyber space since returnee education started in 1991.

Limitations

During the development of the project, a number of limitations were noted. These limitations are the following

1. The main limitation was that there were limited opportunities to meet or interview Korean returnees because the researcher lives in the U.S.A. Even though target audiences for this project are Korean returnees, there were limited interviews via email or phone with them. Most interviewers were Koreans who live in the U.S.A and have a plan to go back to Korea with some kinds of preparation for their children's education.
2. Another limitation was unavailability of Korean journals and dissertations which already dealt with Korean returnees' problems. Due to distance from Korea, it was difficult to get printed articles. Some of dissertations and journals were not available through the Internet. Thus, this research doesn't have enough examination of preceding studies in Korea.

3. Another limited factor is the size of on-line community. The on-line community is small due to short time of publicity. Because it is ongoing project, there is still possibility to grow.
4. Researcher's technology difficult for developing the website and learning process made the project still in progress.

Definition of Terms

The following terms are defined as they apply to the project.

- 1) Korean returnee: The students who came back to Korea after living and schooling abroad for more than 2 years. Naturally, they might have difficulties in studying in Korea after coming back due to conflicts with two different languages and cultures.
- 2) Third culture kids: Individuals who live in other cultures will broaden their perspectives, but their children will inevitably be a blend of cultures. Their children can be called Third Culture or Trans-Cultural Kids. A third culture kid is an individual who, having spent a

significant part of the developmental years in a culture other than that of their parents, develops a sense of relationship to both. (TCK World, <http://www.tckworld.com/> January 25, 2005)

- 3) Reverse culture shock: Gaw (1995) said "it is similar in definition to culture shock, but the adjustment process focuses on the difficulties of re-adapting and re-adjusting one's own home culture after one has sojourned or lived in another cultural environment." (p.7).
- 4) Special classes for returnees: There are special classes for returnees to help their re-adaptation process in Korea. Usually, they are for those who lived in foreign countries more than 2 years.
- 5) On-line community: A group of people communicate on on-line about the same interest. The ways of communication are discussion or exchange information through bulletin board, e-mail, and off-line meetings.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter two consists of a discussion of the relevant literature. Specifically, (1) Korean returnees present condition based on previous researches, which show generic report and their problems which were represented by 'reverse culture shock', and (2) web development principles which clarified user centered design methodology and online community.

Returning Students' Current Condition

In this section, Korean returnees generic report, what the Korean returnees characteristics rather than problems, and available programs or resources and their effectiveness will be discussed.

Generic Condition

The returnee problem began in the late 1980's when the population of returnees suddenly increased in Korea. There are several factors that contribute to the population of Koreans living abroad: a stronger Korean economy, a fad favoring early education abroad, a fad favoring early English education abroad, and globalization (Kwak, 1998).

Korean nationals who live abroad are from a wide range of occupations, such as missionaries, government workers, company workers, business people, immigrants and students. Some of them returned to Korea after finishing their work abroad.

Comparing the population of 3,538 returnees in 1993 with the 12,198 returnees in 2003, there is a drastic change (see Table 1). Although it appears to be decreasing after 1997, this is just because of the temporary condition of the Korean economy pursuant to IMF (International Monetary Fund) reforms. After that temporary period of time, it increased again, as shown in the table 1. Even though the population of Korean students living abroad is not large compared to the overall number of Korean students, this new phenomena has the potential to increase. Consequently, a new program to address their situation appears to be an ongoing need with no end in sight. The largest population of returnees is in Seoul, the capital city, and other cities near Seoul (See Table 2). Undeniably, most of them returned from countries where English is the first language; this is in no small part due to the fad favoring early English education (See Table 3).

Table 1. The Population of Returnees

Year	1993	1994	1995	1996	1997	1998
Students	3,538	2,669	2,698	3,538	10,215	9,511
Year	1999	2000	2001	2002	2003	
Students	6,510	6,562	8,019	8,355	12,198	

Note. From Korea Education department, 2003

As for the duration of staying abroad, more than 50% of students stayed for fewer than 2 years (See Table 4). For many students, two years is not so long a period of time that they would forget Korean language and culture. Nonetheless, elementary students get easily assimilated to foreign culture and language when they get the support from foreign friends and teachers and when they have strong desires for learning English as soon as possible. Even if they retain some Korean language and culture, their own views and attitudes will have been altered by their interaction in the new culture.

Table 2. The Duration of Stay

	Below 2years	2years ~ 3years	3years ~ 5years	More than 5years	Total
Seoul	2,042	661	557	442	3,802
Busan	283	45	52	41	421
Daegu	249	40	15	11	315
Incheon	100	19	29	23	171
Gwangju	102	6	7	24	139
Daejeon	294	52	52	49	447
Ulsan	75	4	4	2	84
Kungki	1,174	351	283	213	2,021
Kangwon	73	3	5	3	84
Chungbuk	65	11	10	11	97
Chungnam	52	4	4	1	61
Geonbuk	83	12	5	1	101
Geonnam	42	1	0	0	43
Kyoungbuk	61	12	19	12	104
Kyoungnam	70	14	9	6	95
Jeju	17	6	4	3	30
Total	4,782	1,240	1,055	942	8,019

Note. From Korea Education department, 2003

Table 3. Countries Where Returnees Stayed

	Elementary	Middle	High	Total	Percentage
United States	2,236	871	397	3,504	43.7
Japan	315	80	74	469	5.8
France	69	15	18	102	1.3
Germany	119	38	33	190	2.4
Spain	18	6	3	27	0.3
China	300	108	153	561	7.0
Canada	320	105	75	500	6.2
Australia	202	80	48	330	4.1
New Zealand	304	72	46	422	5.3
Russia	44	15	12	71	0.9
United Kingdom	203	89	40	332	4.1
Middle East	35	15	27	77	1.0
South East	344	132	152	628	7.8
South America	99	43	56	198	2.5
Etc	334	142	132	608	7.6
Total	4942	1266	1811	8019	100.0

Note. From Korea Education department, 2003

Table 4. The Relationship Between the Duration of Stay and School Level

	Below 2years	2years~ 3years	3years~ 5years	More than 5 years	Total
Elementary	3,136	772	528	506	4,942
Middle school	1,102	253	258	198	1,811
High school	544	215	269	238	1,266
Total	4,782	1,240	1,055	942	8,019
Percentage	59.6	15.5	13.2	11.7	100.0

Note. From Korea Education department, 2001

Characteristics

Korean returnees reported several problems such as communication problems due to loss of primary language, academic problems due to high levels of Korean curriculum standards, and interpersonal problems in terms of being excluded by Korean students (Kwak, 1998; Yoon, 2002).

Most research so far has concentrated on revealing returnees' problems in terms of re-adapting themselves to their new environment, especially Korean schools. However,

Korean researchers through case studies and qualitative research. Korean students often report "If I say something to teachers, friends and teachers regard me as an arrogant person. It was a quite natural behavior in the U.S.A. I don't understand why people think like that." (Lee, 2003).

In addition, Lee

(2003) said :

Students who return to Korea tend to have both a strong Korean identity as well as a strong preference for the country they once lived in. Due to this double-identity, these students are sometimes placed under considerable pressure from their Korean teachers who believe it their mission to successfully Koreanize these alien students.

(p.100)

The awareness of deviant values resulted in feeling isolated because returnees started to think about themselves as a quite different person who must be careful to express their own feelings or thoughts. This kind of grief affects their identity and their ability to relate to their peers; feeling deviant and isolated makes returnees' re-adjustment process difficult.

Academic Problems

Returned students might have academic problems at their schools regardless of school level because of their long term of absence from Korea.

The loss of Korean language is a critical factor in this problem for returnees. Based on generic report, the returnees who are not able to speak and write Korean is 50 % (Lee, 2003). It is reported that Korean returning students had academic problems because of their primary language loss and higher level of curriculum standard compared with the level of American curriculum (Kwak, 1998). While in the process of returnees learning Korean, which is forgotten during their stay in abroad even if some of them tried not to do, the instructions in Korean schools are conducted in Korean language at the same time. Consequently, their academic achievements will be lower than other students.

This problem is exacerbated by many parents' singular concern about their child's scholastic achievement. In fact, parents are not alone in their excessive enthusiasm for education; this attitude is common among all family members in Korean society.

Also, learning goals and style affect students' achievements. A Japanese researcher indicated Japanese education emphasized on memorization based on passivity, while American education encouraged verbal expression and stress creativity and individuality so that returnees had difficulty in academic achievements (Isa, 2000). This symptom occurs among Korean returnees as well. Kwak (1998) said, "The [returned] students easily become confused by the different teaching methods and educational goals. However, they are outstanding in fields that require creative thoughts and expressions." (p.28).

Teachers' different attitude could affect student's academic achievements also. In a number of research studies, many Korean returning students replied that teachers' conservativeness was a factor for their difficult times at school after returning (Kwak, 1998; Kwon, 2003; Lee, 2003).

Interpersonal Relationship

The difficulty in interpersonal relationships is another salient characteristic among returnees. White (1988) described that returning families had experienced feeling of distance created by the negative reaction of

colleagues and superiors. In Korean research, returnees reported they experienced 'bullying' and it was painful enough for them to want to go back to where they just left (Kwak, 1998; Lee, 2003; Yoon, 2002). Different daily lifestyles, different fashions, different manners of speaking were reported as some of the reasons for 'bullying' or 'being rejected from peer groups' (Kwon, 2003). In Korea, 'bullying' is a severe problem in schools; it is not unheard of as a reason for students' suicide. In fact, most cases of suicide among students are attributed to bullying.

Feeling rejection, feeling like a foreigner in one's home country, feeling inferior, and not belonging are major hindrances to interpersonal relationships. These feelings beget diffidence, social withdrawal, and self-distrust; accordingly, returnees have difficulties in interpersonal relationships. Thus, White (1988) emphasized the importance of this problem by saying that "when returnees think about adjustment factors, bullying should be considered as one important and mostly uncontrollable reality in their children's school." (p.44).

Programs and Resources: Practice and Limitation

There are special classes for returnees, special programs at school districts, private institute, and on-line parents' communities to help their re-adaptation process as returnee's resources.

Special classes for returnees in regular public schools started from 1992. They are mostly concentrated in Seoul, the capital city, where more than 50 % of classes are located (See Table 5). The number of classes at the elementary level has grown to a total of 7. Despite the increased availability of classes, the capacity of classes is undeniably insufficient as compared with the increased number of returnees from abroad (Sim, 2003). This figure is so little as compared to the 88 classes for returnees in Japan, where the number of returnees is only twice that of Koreans

(http://www.donga.com/docs/magazine/news_plus/news77/plus77-46.html). The goals of the education for returnees at the most schools are concentrated on language, life, culture, curriculum adaptation and international sense maintenance and extension (Sim, 2003).

Table 5. The Special Classes for Returnees

	School	The way of operating	The number of classes	The number of students	Stating years
Seoul	Seoul National Elementary school	Each grade	6	39	1992
	Seoul National Teacher's Elementary school	4, 5, 6	3	30	1997
	Shinchun	1, 2/3, 4/5, 6	3	21	1998
	Mokwon	1, 2, 3/4, 5, 6	2	22	2000
	Danghyun		1	8	2002
	Unju Middle	Each grade	2	14	2002
	Karak Middle	One emerged grade	1	5	2002
Kyungi	Keumkye	One emerged grade	2	31	1998
	Howon	One emerged grade	1	16	1998
	Sangdo	One emerged grade	2	25	1997
	Naejung Middle	Each grade	3	120	2000
Incheon	Hyosung dong	One emerged grade	1	10	2000
Busan	Kwangnam	1, 2/3, 4/5, 6	3	47	1998
	Keumyang	One emerged grade	1	7	2000
Daejeon	Daeduk	1, 2, 3/4, 5, 6	2	39	1998
	Daejeon Jeonmin	Each grade	2	29	2000
	Daeduk Middle	One emerged grade	1	14	1998
Total	18		36		

Note. From Korea Education department, 2002

Ultimately, the goal of returnee's class is to get into regular class after completing their "adaptation process" (Kim, 2003; Kwon, 2003).

Although teachers and parents were satisfied with overall program quality, they were not satisfied with the quality of foreign language education and maintenance of international competencies (Kwon, 2003; Sim, 2003). Kim (2003) pointed out the limitation of program:

Most programs are covered by Korean studying and supplemental studying for various subjects. However, after acquiring Korean ability and having competency at subject matter, returnees reported such problems...Consequently, the programs should provide them with the support their cognitive, emotional, and behavioral aspects in order to develop their potential ability as globalized citizens.(p.42)

Kim(2003), Kwak(1998), Sim(2003), suggested several developmental tactics to improve the quality of special returnees' program.

- 1) Financial support of nation
- 2) Master plan needed in state level not individual teachers' level to serve systematic, professional, synthetic education to returnees.

- 3) Training program needed to train specialists who have foreign language ability and open mind to different cultural identities.

Another resource is special programs for returnees in several school districts. Specific school districts, such as Soowon, Sungnam, Anyang, Bucheon, and Goyang, developed their own programs for returnees including: after school programs (editing English newspaper, English play, English class, or pen pal), field experiences for Korean culture, Summer camps for English (Kim, 2003). However, there has been no report about those programs' effectiveness so far. Those programs were also provided at each school's after-school program.

Private English institutes also try to take on the role of maintaining and developing returnees' English ability and creating an enjoyable learning environment which is similar to where returnees come from. Their view is strongly based on parents' eagerness to keep returnees English ability at a level which provides them with a tremendous advantage in globalized society. Language development entails great amounts of input and practice. Consequently, these institutes do not have time for considering individual's other problems such as emotional

difficulties or identity conflicts other than English education.

Another resource is the online-communities for returnees' parents. Parents have been trying to exchange information about their children's education and counseling each other in cyber space. However, those several (three or four) online communities substantially work on discussing mostly the children's English education or transfer (relocation) process. (www.missyusa.com, www.daum.net/) Specifically, they are exchanging information about good institution for English studying in their neighborhoods. Nonetheless, a lot of things remain to be shared by parents in terms of emotional feelings, children's English club, counseling program, and cultural events which are shared rarely in current on-line communities.

Web Development

In this section, the online community and the user centered web design methodology will be discussed, leading to the determination of appropriate web development strategies.

As one of resources for returnees, online community within the informational website for Korean returnees might

be a well-built tool in which members can share useful information with each other. It can ensure easy access in Korea where the rate of internet access is the highest in the world

(http://isis.nic.or.kr/sub05/sub05_index.html?sub=01V&id=33

1). In addition, it can save time when returnees look for the specific information and don't have any other resources in their school districts. Since these online communities are held in a cyber space, that space should be made appealing to users with user friendly design. User friendly or user centered web design methodology might promise easy access, easy navigation, and easy contact when they need further assistance.

The Significance of Online Community

Howard Rheingold (1994), the man who coined the term 'virtual community' defined it as follows:

Virtual communities are cultural aggregations that emerge when enough people bump into each other often enough in cyberspaces. A virtual community is a group of people who may or may not meet one another face to face, and who exchange words and ideas through the mediation of computer bulleting boards and networks.

(pp. 57-58)

However, he introduced another term 'online social networks' instead of 'virtual communities' in his newest book in order to emphasize on the importance of people's interacting in online communities and its' usefulness for tenacity (Reignold, 2000). Like his attempt, there are other terms for online community such as 'community of practice' or 'social cyberspace' (Preece, 2001). Yet, in this paper, online community will be used because of its general acceptance among researchers. There is a universal working definition established by Preece (Abrams, Maloney-Krichmar, & Preece, 2003): "an online community consists of people who interact socially as they strive to satisfy their own needs or perform special roles, such as leading and moderating" (p.1). Throughout these definitions, it is implied that online community is composed of people who have the same needs for interacting with others in the virtual social space.

There are two significant frameworks for online community: usability and sociability (Neilson, 2002; Preece, 2001). Usability means that people who use the product can do so quickly and easily to accomplish their own tasks (Dumas & Redish, 1999), so that usability could be a critically essential element for online communities'

existence. Moreover, as long as most activities and purposes of online communities are productive human interaction, sociability should be keenly concerned. If usability deals with human-computer relationships, sociability deals with human-human relationships in cyberspace. These two elements should work simultaneously.

Among of all the factors which affect these two frameworks such as purpose, policy, people, design, and so on, it is deniable that shared purpose is the most significant factor because it is the reason for community existence and it makes keep tightening community members with their enthusiastic cooperation. White (2002) wrote, "The purpose of interaction space helps you [website developer or designer] decide both its structure (what tools to use, how to apply them), and what resources (time, information, and expertise) you [developer or designer] will need to support and facilitate it. It helps define the boundaries and scope of the work." (§. 2) Shared purpose could be the same interest, specific information, or the particular service (Abrams, Maloney-Krichmar, & Preece, 2003). For example, 'educause' (www.educause.edu) is a nonprofit organization whose mission is to advance higher education by promoting the intelligent use of information

technology

(http://www.educause.edu/content.asp?PAGE_ID=720&bhcp=1).

Many internet services such as AOL and YAHOO are the online communities, which are composed of people who need the mail or searching service. Abras, Maloney-Krichmar, and Preece (2003) stated, "It was hoped that in the online setting, the members will be able to find one common purpose that will hold them together, which is an attempt at communication and the desire to stay connected." (p.3). Consequently, this explicit shared purpose brings meaningful relationships, which are the keys for the success of online communities. Also, meaningful relationships that last through time creating shared histories so that people feel part of a larger social whole (Figallo, 1998).

Usability should support sociability by providing users with stable and simple ways of use. Precisely, easy navigation system, uncomplicated access, user-friendly design, dialogue and social interaction support can be the factors for usability (Preece, 2001). However, usability and sociability should work simultaneously when they are adopted for successful online communities. For example, when online community developers think about the user login

system and navigation system, which are related to usability issue, privacy, security and social interaction support that are related to sociability, should be carefully considered at the same time.

User-Centered Web Design

In order to make a website usable so that user can visit repeatedly, the web site should be user-centered instead of developer-centered even from the very starting developing point.

Hooper (1986) specified the characteristic of user-centered design, "distinguish the aesthetics of an interface from its functionality, and we emphasize the importance of the satisfaction of a human user as a criterion for evaluation rather than the objective analysis of the technological power of a particular system" (p.9).

The first key point of user-centered development is 'user centric'. Developer should regard users as the center of developing process so that users can be involved actively in developing process as much as possible to meet the users' own goals and expectations (Mccracken & Wolfe, 2004). Working with users when the designer conduct user analysis, developing the content and conducting the usability test, would change drastically the final product

of whole process; as a result, the final product would be more usable.

Another key point of user-centered development is 'interdisciplinary'. In order to build up usable website; various knowledge should be adopted from understandings about such areas related to topics. For example, in order to understand individual and group dynamics, social and organizational psychology should be examined, and anthropology should be observed in order to understand cultures (Mccracken & Wolfe, 2004). This methodology can attract users more scientifically because it will adopt the best ways for approaching to users' interest and cognitive, behavioral, and mental processes.

The third key point of user-centered development is 'iterative' (Mccracken & Wolfe, 2004). Website development should be started from the user analysis and the next is developing based on that information. However, this process should be expanded to a circular and repeated way of testing and revision for better-fit product for users.

In addition, user-centered design strongly emphasizes on the importance of functionality, flexibility and adaptability (Hooper, 1986). Without its' functionality, it cannot work properly so that users would not visit again.

During the developing process, it should be flexible for any feedback and corrections by users and it should be opened to any relevant researches, ideas, and theories in order to meet users' expectations.

Furthermore, there are eight golden rules for user-centered design by Shneiderman (1987): (1) strive for consistency, (2) enable frequent users to use shortcuts, (3) offer informative feedback, (4) design dialogs to yield closure, (5) offer simple error handling, (6) permit easy reversal of actions, (7) support internal locus of control, and (8) reduce short-term memory load (pp.61-62).

After adopting user-centered design, these effects have been reported: (1) reduce training costs, (2) reduce human errors, (3) reduce employee turnover, (4) increase customer throughput and service value, (5) reduce maintenance, (6) increase satisfaction, (7) synergize business process improvement and reengineering, and (8) breed new useful uses (Landauer,1995).

In sum, user-centered design methodology is a meaningful way of developing a website for maximizing its usability and meeting users' anticipation as much as possible.

Summary

Since the population of returnees has increased and the education is for them not fully installed yet, they are avoidably having a hard time in Korea in the process of re-adaptation. The problems that Korean returning students are having right now might be 'reverse culture shock' which is the re-adjustment process focuses on re-adjusting one's own home culture after living in different culture (Gaw, 1995). Because of that, Korean returning students are having language problems, academic problems, and interpersonal problems during the process. However, their multi-cultural experiences, international senses, and foreign language abilities could be the potential resources for Korea in general and for their peers in particular. Thus, educational resources should be set up for them in order to develop their potential abilities. So far, there have been insufficient resources in Korea. Websites for them along with online community space could be a helpful resource to keep them in one group who can share their experiences and information. The user-friendly website will make it easier for people to connect with each other by allowing for easy access and navigation.

CHAPTER THREE

PROJECT DESIGN PROCESSES

Introduction

This chapter will be discussing the design process of Korean returnee website in the order of ADDIE model: analysis, design, development, implementation, and evaluation. For developing a useful web site, a very well organized instructional design theory should be adopted as a starting point. Analyzing users' characteristics and their needs, and developing web site to meet user's needs are the process of realizing instructional model.

Analysis

The analysis portion of the design process details awareness of this problem, the potential users' needs, and how it can be integrated in the development stage of website.

While the researcher has lived in the United States as a Korean, the researcher has met many Koreans who expressed worries about their children's education when they go back to Korea. As a former elementary school teacher in Korea, the researcher empathizes with enormity of this problem. In order to analyze this problem, two types of analysis

methods were adopted: a focus group and conducting interviews (George, 2000).

Target audiences are parents who have children in elementary level and they may be living in one of two situations: they just went back to Korea or they are currently living abroad and have a plan to go back to Korea. For both groups, their residence could be anywhere in Korea or in the world. However, in this research, target audiences were limited to Koreans who lived in the place where first language is English. This is because they are the majority of returnees and researcher's limitation of access based on her living place. Also, interview groups were limited to people who live in the U.S.A. because of distance limitation.

Due to the nature of education and the age of elementary students, parents are strongly involved in their children's education. Also, this specific situation, new environment for the family, needs strong interest or concern for whole family. Moreover, anyone who is interested in this kind of adaptation program is welcomed.

Based on interviews with parents, two areas of deficiency were founded: language and culture. Even though parents can speak Korean, the children have forgotten much

of the Korean language. Consequently, children would meet the difficulties in learning at a typical Korean school where only Korean would be used in the learning environment. Although there are schools, which have bilingual teachers for several classes, they are very limited in number, location, and affordability.

Another difficulty most of the parents pointed out was that the culture shock from two quite different cultures: Eastern and Western. Some of them do not have any knowledge of Korean traditional culture so that they do not think Korean culture is their own culture to develop by themselves in the future. In addition, this fact would prevent from adapting themselves to new circumstances.

At the interview, parents asserted the need of information about transfer process, which can help them not to miss any documents before leaving United States. The information that they need is really scattered so that they would have difficulty to find it. They also want their children to preserve their English ability, which will be a significant advantage for the future while children acquire Korean.

According to news (<http://nowinsu.co.kr/news/>), Korean is ranked in 5th in the world in terms of popularity of web

users. This shows that how popular the Internet is in Korea. Parents can get the useful information through the web without difficulty and form the online community in the cyber space.

Design

In this stage, design process, five considerations for design will be described: (1) what the objectives are, (2) what skills, knowledge and attitudes have been developed, (3) what resources and strategies have been used in this website, (4) how the content of material has been structured, and (5) how learner's understanding has been assessed the and whether or not they have met the objectives of the instruction (Cindy, Marie, Maria, & Bill, 2000, ¶ 1).

In revision of these considerations, design portion is divided into four parts: objectives, content organization, supporting resources, and web design.

Objectives

As it is mentioned, target audiences would be frustrated in their new environment and they would look for some kinds of help through various sources. When they are exploring this web site for solutions to their

frustration, they are able to accomplish these objectives which were set up to help them meet their own needs:

- Finding information about what they have to prepare for transferring process
- Information about special schools, which provide special classes for returnees
- Relieving their reverse culture shock by getting information about traditional cultural things
- Knowing differences between western and eastern culture and being aware of the different rules in school
- Being accessible to Korean-English and English-Korean dictionary for their smooth transition into new language learning environment
- Maintaining their English ability by exploring effective English learning sites that will be posted on website
- Being accessible to Korean learning websites
- Interacting together to relive their frustration through bulletin board

- Exchanging personal experiences and significant information for peer helping through bulletin board

Content Organization

In order to integrate these objectives into this website, topical oriented organizational scheme and hierarchical structure has been used to arrange those topics (McCracken & Wolfe, 2004). This site has been giving information based on topics which users are interested in. The order of topics is in accordance with the procedure of what users follow when they are planning to transfer. Thus, topics have been arranged in this order: transfer process, traditional culture, Korean school orientation, Korean learning links, and English learning links. Some potential users will need to know transfer process at first when they have a plan to transfer. Later, they will seek information about Korean traditional culture, which they have been out of touch with for several years, in order to adapt themselves to new environment. After that, they will have to prepare for school life, which will be quite different from western schools; consequently, they need to a reference manual for their learning. At the same time, they

will try to keep their fluent English ability, a significant advantage in Asian countries (See Figure 1).

Supporting Resources

Communication boards for online communication have been integrated to support further and useful information for parents and students. The frustration of dealing with a new environment tends to be alleviated by being aware of some previous experiences from other people who were in a similar situation. They can share feedback with each other on-line and do activities together such as participating cultural events and perhaps even learn Korean and English together off-line. Also, there are a lot of reliable website links which are related to each issue.

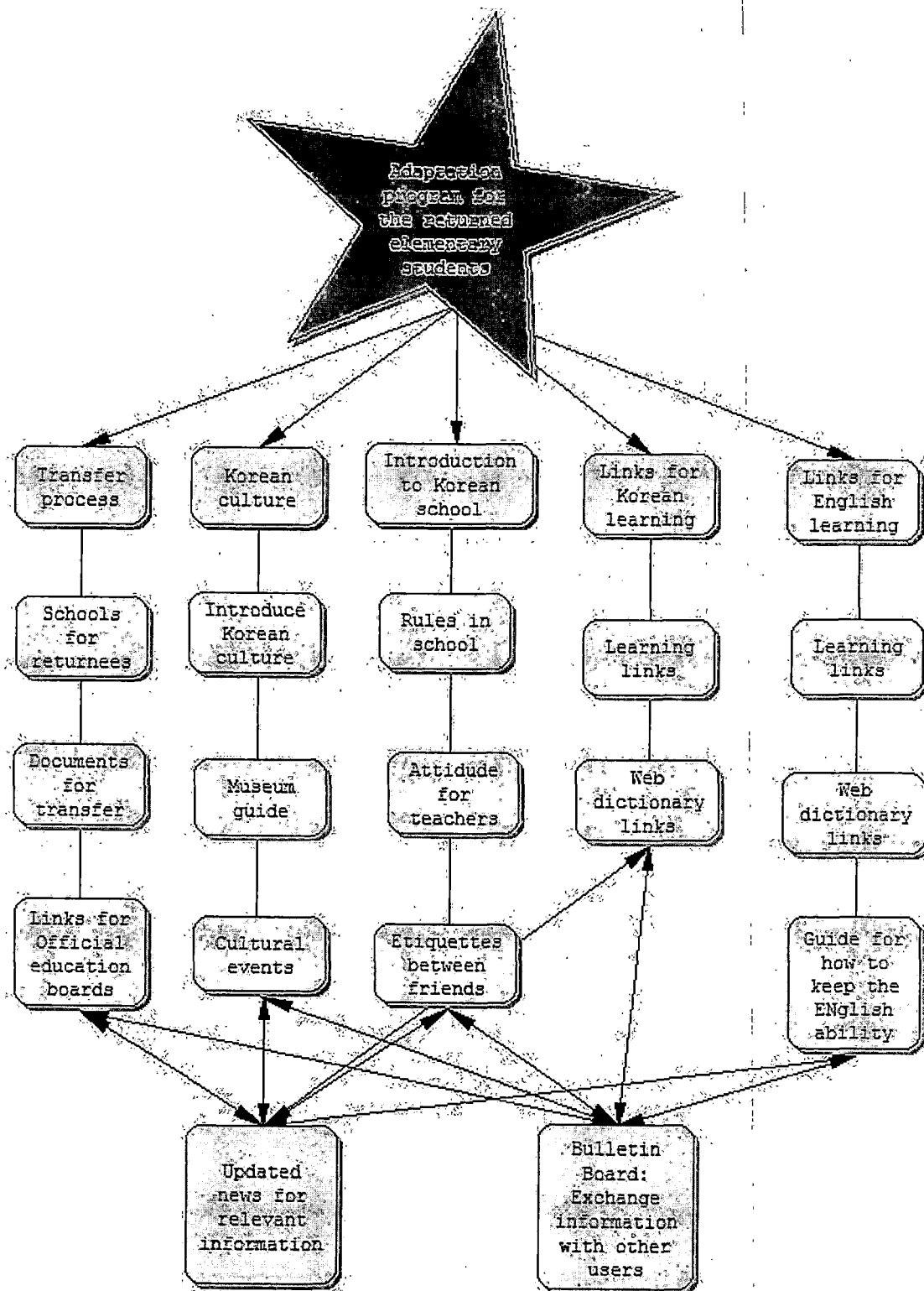


Figure 1. Flow Chart for Website Structure

Web Design Features

McCracken and Wolfe mentioned the principles of a good visual organization from their book "User-centered website development: A human-computer interaction approach" (2004). The four principles are proximity, alignment, consistency and contrast. They also describe the web pages in good visual organization developed by these four principles makes it easy to locate content. Consequently, it contributes to not only an easy navigation system but also a good first impression. These four principles have been used during the development stage.

The website for this project would be user-centered, interdisciplinary, and iterative in order to amplify usability (McCracken & Wolfe, 2004). This methodology explains the reason why the communication board and updated news have been set on the first page. Simply, nobody could give the audience better information than people who already have experienced or share a similar experience. Consequently, the users cannot help interacting with each other and information would be iterative.

The order of content has been based on the order of information by audiences' needs as mentioned before.

Development

In this portion, design elements including fonts, colors, graphics, and layouts of site will be discussed. This project is a web site, which will work for scattered audiences effectively. It has been developed by DreamWeaver and Photoshop. The website URL is (<http://myhome.naver.com/hamilas/>).

Navigation system of this website has been hierarchical one which can provide users with a top-down view of a site. Text based type of navigation buttons and secondary navigation buttons have been based on organizational structure that was mentioned earlier. In addition, user's expectation of web site has been be concerned. Many users are familiar with web sites so that developer tries to make consistency of other websites in terms of location of navigation buttons, secondary navigation buttons and entire outlook.

About color in this web site, white background and black font for text area for clean and simple look have been used to read comfortably. In addition, analogous color scheme for entire site has been used like blue for top portion background, sky blue for navigation buttons on the blue background, and bright blue for secondary navigation

buttons on left side of page. This analogous color scheme could make a pleasing and stable combination. For emphasizing or making difference, complimentary color scheme has been used like using blue and orange together.

Font of text is Verdana, which represents sans-serif font family and has two advantages for Web use: the letters are a little wider and the standard letter spacing is slightly greater (McCracken & Wolfe, 2004). Long text that prevents users' concentration has been avoided and well-organized text visually using tables or images have been used instead. Moreover, images which are related to each page's theme or navigation for user's attraction are located on left top portion. For example, if users are looking at the page of traditional culture, they can find Korean traditional instrument image on the left top portion.

Layouts are composed of four sections.

- Right on top: Navigation and title bar
- Left on top: Image connected with title and site title, which conducts users to first page consistently
- Right on bottom: Text

- Left on bottom: Sub-menus for each page them

This layout has been supported by five principles: proximity, similarity, symmetry, continuity, and closure for good visual organization which is connected to user-centered design methodology (McCracken & Wolfe, 2004).

Implementation

This site is for Korean returnees to help their adaptation process. Implementation takes place after completing development stage and revision or adjustments with feedback from end users. For implementation of this informational website, there are several choices from the beginning of analysis.

At first, this website will be informed to elementary schools or districts as long as potential users are be parents and students. When potential users are looking for the information for their adaptation, they would ask help to their teachers at first. Also, there are several specific schools where provide with special classes for returnees. A lot of returnees ask their questions regarding transferring to those schools' websites. Thus, this website information will be put on those schools' websites for adequate implementation.

Besides schools, there are several Korean communities such as Korean churches here in the U.S.A., and Korean women's organization on the web. In the online-community, there are more than 7000 women from Korea and some of them have a plan to go back to Korea. So, this website information will be posted on the board of this online-community.

Evaluation

The primary outcome for this site is providing the updated information in terms of official things or documentation concerns for the returned students and parents. The secondary outcome is that this site could be the place for them to express their frustration or reduce their anxiety and have a smooth transition. Also, they could use web dictionary links for easy translation. It can be a facilitator of their learning in different language environment. They might use the cultural program as the guidebook for Korean culture so that they can use it when they want to experience it or go to museum. Most students and parents want to keep their English ability, so providing English learning web site links might be helpful for them. Whenever they access to this site, they can have

a chance to learn English. Also, they can organize off-line study groups for English speaking.

Based on these expected outcomes, the form of questionnaire was used for formative evaluation by end users (Appendix A). End users are two groups: several parents who have children in elementary level and will go back to Korea, and parents who already went back to Korea with their children. Furthermore, beta test and interviews were used for those end users for usability and content organization. Ultimately, the result of testing was implemented to development a website for adjustment.

The first positive impression for this website by end users was easy navigation system and simple web design. End users showed their satisfaction for web design features; however, they demonstrated the uncomfortable feelings to read English version of web even though they are fluent English speakers. They also pointed out that the purpose of website was clearly stated and easy to find. Also, they gave some suggestions, which has been implemented in development process again and it will be more discussed next chapter.

Summary

This project tried to incorporate instructional design process into web site developing process for Korean returning parents and students in order to categorize their potential problems, to help them out, and to organize their online communities. Two categories of whole process: instructional design process and web design process looked like quite different and irrelevant work; however, whole process of developing website along with ADDIE model, was correlated and iterative work because the last stage of ADDIE, evaluation should be incorporated into development or design stage repeatedly. Without end users' productive feedback, this process cannot be completed in a positive way. Development process is still ongoing project as long as this website is continually visited by users and they show their suggestions.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter includes conclusions, which are the result of completing this project and recommendations, which have been deduced from the project and the process. These conclusions are not the complete conclusions because developing the website is an iterative process based on user's feedback.

Conclusions

The main goal of this project is to provide supportive resources for returnees to help their re-adaptation process. In addition to providing various resources, potential goal of this project is to advocate systematic returnee education in public. Thus, the website is composed of information which returnees need to know, and online community which can provide a space for returnees' communication directly. By providing parents' and students' online community, they can discuss their frustrations and suggestions in the online community; ultimately, they can organize their needs and advocate for returnees' education from the bottom. In this regard, this kind of online space

for returnees is a useful way to show and organize their needs effectively. This website is not yet popular or revealing of returnee's frustration and needs; however, it has the potential possibility of becoming popular as indicated by end users' feedback (See Appendix B). After the website was released to the end users, they opened up about their depression which stemmed from lack of resources in public and lack of systematic returnee education.

Also, developing a website itself is quite a complicated process. Without choosing a proper instructional model, it cannot be completed in a proper and logical way. From analyzing user's needs to testing instructional product, the developer should pay attention to what the exact user's desires are and how the final product can meet them. Another lesson is to analyze user's characteristics and get some literature background before the formal analysis process is really helpful to make analysis process more logical and keen. That helps to make better understanding of target audiences and develop more precise questionnaires for analysis process. Iterative process of evaluation and revising project based on that is one of significant factor of instructional design process. In fact, there were several times of evaluation and

penetrating the result from evaluation into the development process. Ultimately, repeating this process made it possible to meet the users' needs.

Recommendations

Once again, Korean returnees desperately feel the lack of resources for their re-adaptation process. Furthermore, there are no training programs for special returnee educators, no textbooks for students, and no guidebooks for teachers. For both groups, educators and students have no channel to communicate each other to meet their expectations except some of school websites. This project was designed to overcome this barrier.

During the process of developing this project, several important recommendations are found. At first, to develop a better website, user-centered web design should be adopted as well as a proper instructional model which can guide the whole process of developing. Another recommendation is that it is important to set up the proper scope of the project. Especially for this kind of project, which should be regarded under the given time, under the limited resources, the goals should be considered under these restrictions.

During the formative evaluation, target audiences showed specific needs for parents' resources for re-adaptation; however, that factor couldn't be added in the project because of limited resources. Based on questionnaire and informal interviews with target audiences, there are several implications for Korean returnee education and developing website. The following recommendations are based on the results from researcher's experience to develop the website, questionnaire and informal interviews.

1. The change of view of returnee's education like mentioned in conclusion.
2. Coherent resources for returnees in Korea and in abroad to make returnees ready to return to home country.
3. Developing special training program to educate returnee educators.
4. Developing curriculum and textbook for returnees.
5. Returned parents' education for themselves and for helping their children's re-adaptation

Summary

The number of Korean returnees is growing. As a result, their needs for re-adaptation programs after returning as well as a preparation program before returning are expanding commensurately. Accordingly, the education policy makers need to take this problem seriously as soon as possible in order to meet returnees and their parents' smooth transition. This project can serve as one of tools in policymaking process by gathering returnees' needs and providing some useful information in meeting their needs.

APPENDIX A
KOREAN RETURNEE EDUCATION
SURVEY

Korean Returnee Education Survey

Hamila Song

I am asking you to participate in this survey for developing website for your children and yourself. After you went(or go) back to Korea, your children might go through difficult time in the process of re-adaptation. Your thoughts and opinions about returnee education in Korea will be helpful for developing useful website for returnees.

Survey will be anonymous and nobody will be accessible to the result except the researcher. The data will be only used for this website project.

1. Which grade is your child in? or Which grades are your children in? ()
2. What was the reason for living abroad?
(a) Parent's business (b) Parent's studying
(c) Children's studying (d) Immigration
3. How long did your children stay? ()
4. Which country did you live in? ()

About children's re-adaptation problems

5. Do you think your children are having difficult time in the process of re-adaptation? (If the answer is No, go to question number 9)

- (a) Yes (b) No

6. What are the symptoms for having problems? (Circle all that apply)

- (a) Strong dislike to go to school
- (b) Having difficulty to make friends
- (c) Being quiet at school
- (d) Low accomplishment at the subject competence test

7. What is the most difficult problem, which children are going through after returning to Korea? (Use the scale 1 to 7, 1 is for the most difficult one, 7 is the least difficult one)

- () Cultural difference
- () High level of subject matter
- () Relationship with new friends
- () Korean language ability
- () Frequent standard test
- () Tight schedule of school and after school programs
- () Relationship with teachers

8. When children have the problems, how do children try to solve them?

(Circle two of answers)

- | | |
|---------------------------|------------------------------------|
| (a) Talk to the counselor | (b) Talk to the teacher |
| (c) Talk to the parents | (d) Talk to the friends |
| (e) Talk to the siblings | (f) Try to find his or her own way |
| by himself or herself | |

9. Have your children ever said to want to go back to the country where he or she just

left?

(a) Yes

(b) No

About available resources

10. Which resources are available to you and your children? (Circle all that apply)

(a) Returnee class

(b) After school programs by district

(c) Counseling

(d) Private institution

(e) Private tutor

(f) On-line parents' community

(g) Group studying with children in the same situation

11. Among of them, which resources are your children using right now?

(a) Returnee class

(b) After school programs by district

(c) Counseling

(d) Private institution

(e) Private tutor

(f) On-line parents' or children's
community

(g) Group studying with children in the same situation

12. How often do your children use those resources? (Except returnee class)

(a) More than twice a week

(b) Once a week

(c) Once every other week

(d) Once a month

13. How is attitude of your children to using those resources?

(a) Very active

(b) Active

(c) Passive

(d) Very passive

14. What other resources are you looking for? (Circle two of answers)

(a) Special classes for your child in his or her school

(b) special designed text book for returnees

(c) Handbook for returnee from government or school district

(d) Well-organized internet resources for returnee education with on-line community

15. What is the most important information to help you and your children's the process of re-adaptation? (Use the scale 1 to 5, 1 is for the most important one, 5 is the least important one)

() Transfer process

() Korean traditional culture orientation (ex. Field trip, camp)

() Different school life orientation

() Foreign language education (ex. After school program for keeping foreign language ability, Speaking contest, other activities)

() School counseling program to discuss their problems freely and get the support from the counselor

About present returnee program in specific school

16. Mark the degree of importance of program in the returnee education.

(Extremely important -5, Not important-1)

*Special classes for returnees instead of special care in the regular classroom

5 4 3 2 1

* Korean language education 5 4 3 2 1

* Field trip for Korean traditional culture and history 5 4 3 2 1

* Keeping English or other foreign language ability 5 4 3 2 1

* Keeping returnee's sense of globalization	5	4	3	2	1
---	---	---	---	---	---

* Counseling	5	4	3	2	1
--------------	---	---	---	---	---

17. In your opinion, which aspects of re-adaptation should be emphasized most in returnee education? (Use the scale 1 to 6, 1 is for the most important one, 6 is the least important one)

- () Korean language
- () Daily school life rules
- () Cultural orientation
- () Subject competence
- () Keeping foreign language ability
- () Keeping sense of globalization

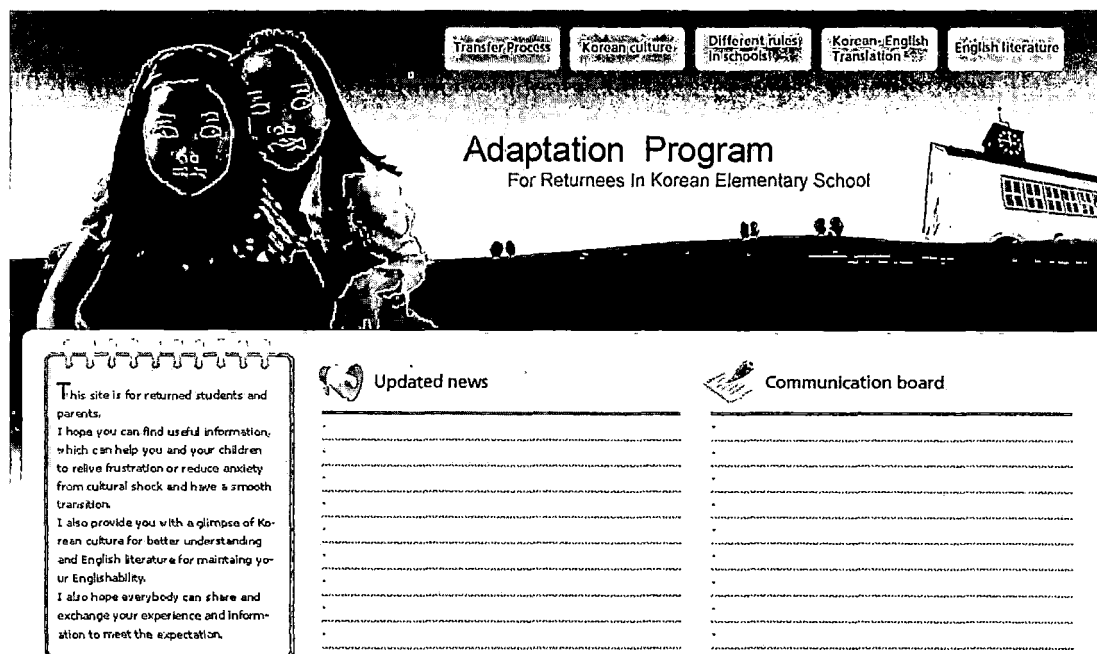
18. What is the most important the ways of improving returnee education in Korea?

(Use the scale 1 to 6, 1 is for the most important one, 5 is the least important one)

- () Budget support from government
- () Developing new curricular and textbooks for returnee based on their Korean ability and language difference
- () Professional teacher training program for returnee class
- () Counselor for each school to help their re-adaptation process
- () Foreign educator for keeping returnee's foreign language ability
- () Developing their on-line or off-line community to help each other

19. If there is a website for returned students and their parents, which information do you want to look for in there?

20. This is the first page of website that the researcher is developing right now. Check the menu buttons and give some suggestions freely.



Thank you for your time and effort to participate in this survey

APPENDIX B

KOREAN RETURNEE WEBSITE SURVEY

KOREAN RETURNEE WEBSITE SURVEY

Please take a few minutes to complete the following survey. Circle the number that best reflects your experience using Adaptation Website for Returnees. Your honest feedback is greatly appreciated.

(Please use the following scale to respond and the space provided for comments.)

5=Strongly agree, 4=Somewhat agree, 3= Neutral, 2=Somewhat disagree,
1=Strongly disagree

1. The purpose of the website was clearly stated and easy to find

5 4 3 2 1

Comments/Suggestions _____

2. The information presented was easy to find.

5 4 3 2 1

Comments/Suggestions _____

3. The information was organized and presented in a logical sequence.

5 4 3 2 1

Comments/Suggestions _____

4. The site was easily navigable and I was able to get to the information that I needed.

5 4 3 2 1

Comments/Suggestions _____

5. The colors chosen for the site were easy to read and complimentary.

5 4 3 2

Comments/Suggestions _____

6. The web site was professional in appearance.

5 4 3 2 1

Comments/Suggestions _____

7. Links to outside resources were properly labeled and active.

5 4 3 2 1

Comments/Suggestions _____

8. The information presented allowed me to enhance my knowledge about transfer process and Korean culture.

5 4 3 2 1

Comments/Suggestions _____

9. I would like to visit this site again.

5 4 3 2 1

Comments/Suggestions _____

10. I would recommend this site to other students and parents who have a plan to go back to Korea

5 4 3 2 1

Comments/Suggestions _____

Additional comments /overall evaluation of the site:

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